CENTRAL JUNIOR HIGH SCHOOL

PICTORIAL REFLECTOR

Saginaw, Michigan, June, 1926

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The Pictorial Reflector

Published by the

Students of Saginaw Central

Junior High School

Saginaw, Michigan

June, 1926

ALFRED SEITNER, *Editor*

ROBERT HEAVENRICH, *Business Manager*

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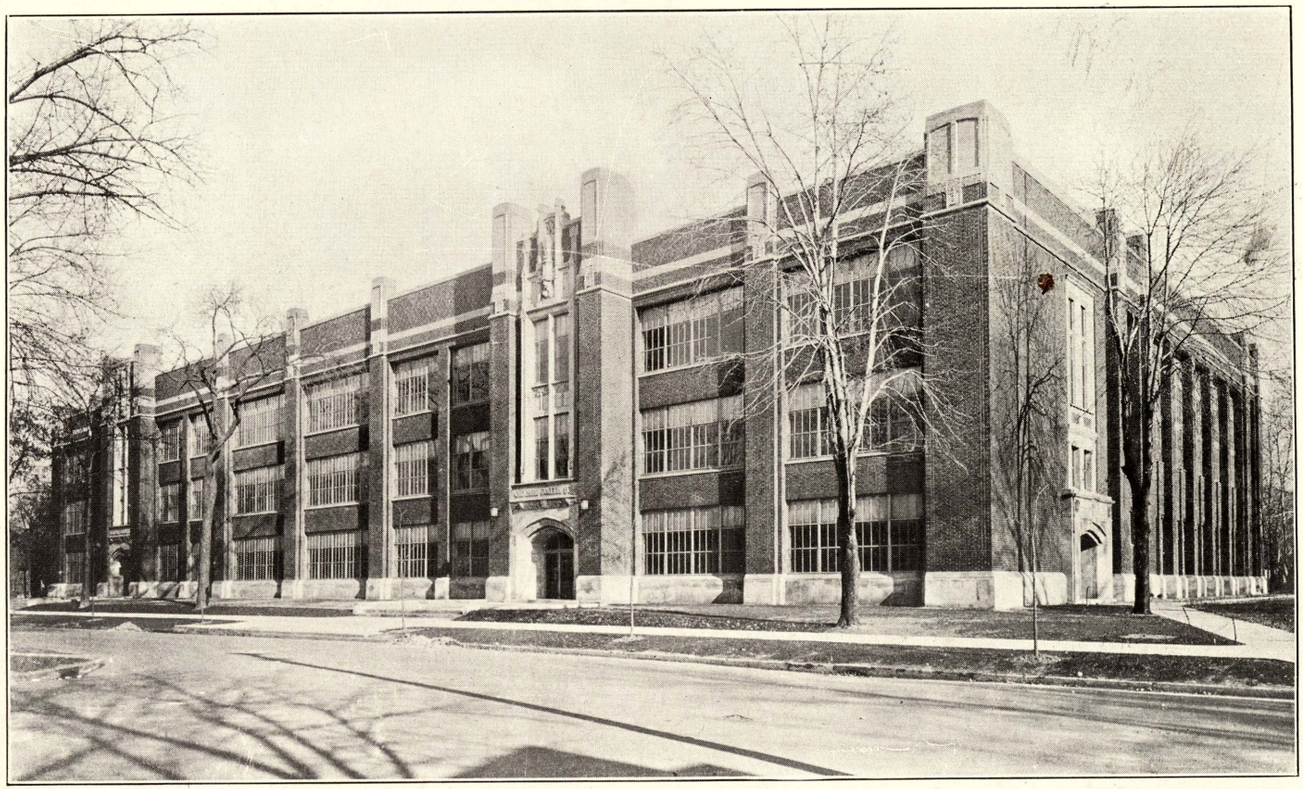


Saginaw Central Junior High School, South Weadock Avenue at Emerson and Merrill

Dedicated to the memory of

Mrs. Minnie Halstead Chaffee

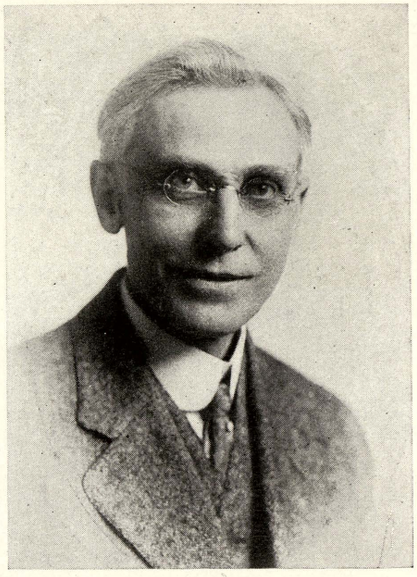
March 12, 1885

Sept. 26, 1925

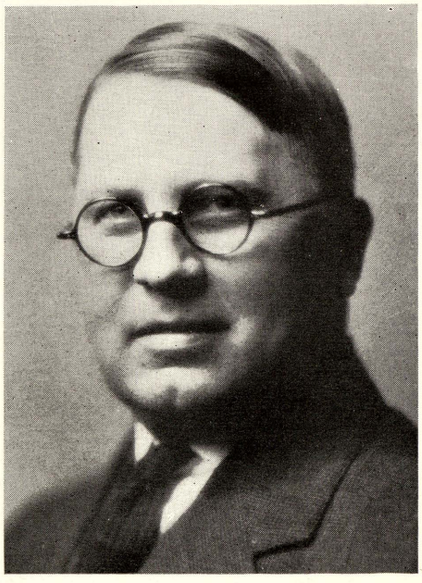
—

Angels of Life and Death alike are His;
Without His leave they pass no threshold o'er;
Who, then, would wish or dare, believing this,
Against His messenger to shut the door?"

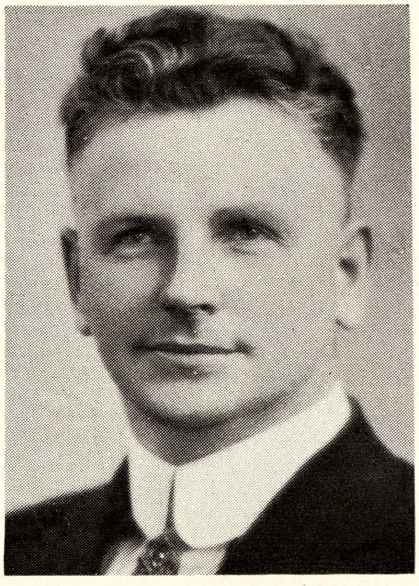
HAROLD W. STEELE, Superintendent



W. W. WARNER, Assoc. Superintendent



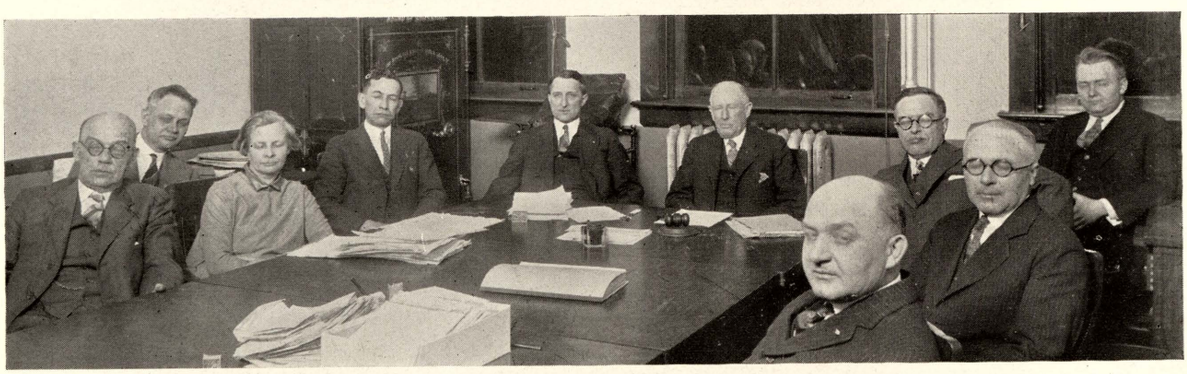
ERIC S. WESSBORG, Vocational Director



N. W. CHAFFEE, Principal

Central Junior Faculty

Arthur V. Aquart
Louise M. Austin
Karla Beierle
Lorna Berluti
Herbert Boch
Clifford Brevitz
Mrs. Helen Campbell
Jane W. Campbell
N. W. Chaffee
Charles Christie
Jessie Cubbage
Lucille Dailey
Mildred Daymude
Florence Denkhaus
John C. Distler
Minnie A. Erwin
Elizabeth Fesler
Eleanor Fisher
Isadore E. Flanders
S. L. Flueckiger
Marion Fraker
Theodore F. Fryfogle
Ray C. Gilbert
Ellen G. Green
Effie Guilford
Louise C. Haas
Grace Hagen
Adolph B. Haist
Helen H. Harder
George W. Harvey
Louise Heilman
Elora Heymann
Kate M. Hoock
Josephine Hugener
Della H. Jacques
Clara Jaffke
Isabel Kincheloe
Jessie A. Loomis
Eudora Macdonald
Clifford W. Maine
Cora E. McEachron
Isma McHugh
Agnes McLean
Roy McMurray
M. K Metzler
M. E. Mussatto
Geneva D. Null
Elizabeth H. Payne
Ann Pequignot
Walter B. Phelps
Clara Rademacher
Grace Ryman
Mrs. Julia V. Sanford
Bertha A. Searles
Rudolph H. Schneuker
Edith Sharpe
Avis A. Smith
Lydia Sprecher
Merrill Squires
Mr. B. F. Staebell
Mrs. Lora Staebell
Walter Storch
Bertha Sturtevant
Marguerite Thayer
Walter Tippey
Emil C. Trommer
F. S. Vaughan
Lillian M. Walsh
Mildred Warner
Irmgard H. Yeager
Olive J. Ziegler



BOARD OF EDUCATION
Wm. Foote, Frank Luxton, Grace McClure, John Southgate, E. C. Oscar, George Boyd, Frank Bastian, Wallis Craig Smith, Harold Steele

The Reflector Staff

The "Reflector's" Soliloquy

THIS is my third annual pictorial review. If I keep on growing in size, there's no telling what bulk I'll be in 1936.

The first year I made my initial bow to the world, I came out rather modestly in cream and brown and I must confess I made quite a stir; last year I was resplendent in purple and gold of satin-like texture; but this year I am adorned with a picture cover of our school done in colors and red at that! Isn't it attractive and interesting? Now that we are a consolidated school system, it behooves us more than ever to make a fine appearance before our school world, our parents and the public in general.

Turn over the pages leisurely; I am dedicated in loving memory to Mrs. Minnie H. Chaffee; there are the pictures of our superintendents, Mr. Harold Steele and Mr. W. W. Warner, our principal, Mr. N. W. Chaffee and our vocational superintendent, Mr. Eric Wessborg; our board of education, our faculty whose names are given below the picture, lest some one of us might forget that teacher who was so "cross," who was so "good" or that "peach" of a teacher.

In the years to come, each and every picture will recall some memory for us; there is your home room group, your club group, your athletics group, song group, band and orchestra group, in this latter group when some one of you has acquired fame as a celebrated violinist or, perchance you have become a celebrated "jazz king," how you will smile when you see where you have had your "beginning," perhaps, a tear will roll down your cheek, who can tell?

Now we come to the reading material; there is a short article about the purpose and the educational value of each subject taught, and the purpose and value of each club organized in our school. We must not forget to mention our "Calendar of Events" page, our "Financial statement" page, the "Jokes" page; this year we have an innovation by way of three blank pages left for autographs. Isn't that fine? Now, you can take me to your teachers, your classmates, your schoolmates and friends, show them these pages and ask them to sign their names in this place made especially for such a purpose; heretofore, my cover and each page have been scrawled all over with signatures; this year, I'll be spared such a defacement.

Soon, I'm to have a two month's vacation which I am going to spend out in the open, I suppose I'll hike into the woods, where I'll have lots of sport building fires and frying bacon and steak, won't that taste good to a hungry man? I'll go swimming, boating, canoeing, I might even try my hand at flying---anyway, it will be just one grand, glorious, good time; then when I return on the job next September, I'll have something interesting, entertaining and informative to tell you boys and girls of "Central Junior High." I need not tell you to enjoy your vacation, for I know that each and every one will do so, so I am wishing you much joy and happiness in whatever you do.

If any of you do anything thrilling in the way of flying, or catch an unusually large and curious fish, or you find any "out of the way" places particularly alluring, or you do any thing out of the ordinary—be sure to tell us about it in my pages during the next school year.

9A Group

Commercial Course

BUSINESS training, as the term is used in our course in the Junior High, implies the information and training essential to the young student if he is to become a useful factor of the community and the business world.

It is to be assumed that pupils electing a commercial course in Junior High intend to enter the business world. Accuracy in computations, ability to write a legible business hand, and a background of general business information are the foundation requirements of success in the smallest business organization.

The use of the typewriter in the business world is practically universal and its efficient operation has rapidly become a business necessity. Skillful manipulation of it depends on well-formed habits. The beginnings of these habits are acquired by the students of the Junior High and continued practice in them will lead to a high degree of efficiency in this art.

It is very probable that the majority of students will some day either be conducting a business for themselves or working for someone else. The pupil should understand that in order to conduct a business successfully, certain information is necessary; reports and records in connection with current commercial problems must be done accurately and systematically.

Bookkeeping will help him to understand the needs of a business and to aid him to know just what is taking place in it.

It is the aim of the course to train students, not merely to do their work in a mechanical way, but to make their subject serve as a means to an end and that end should be to make of themselves real business men and women, citizens whose influence is to give service for the good of the community, city, and state.

Typing Club

TYPING Club, which meets three times a week, is primarily a mandatory club though we have voluntary members as well. When, for any reason, a pupil is below a certain standard in his work, he is asked to come to club one day a week. When his work has improved, he may drop the club if he so desires.

9B Group

8A Group

Mathematics

MATHEMATICS in the Junior High School seems to be coming into its own. But a few years ago arithmetic was taught as a subject apart in the arithmetic class—to-day in the Junior High School it finds its place in the shops, the kitchens, the sewing rooms—in fact it is correlated in some way in every subject.

The Academic Course gives the essentials of arithmetic with a wide range for drill in speed and accuracy, The formula is introduced in the seventh grade as a short hand method of stating rules. A wider application is given in the eighth grade, followed by a formal study of algebra in the ninth grade. In like manner intuitive geometry is gradually introduced in the seventh and eighth grades leading to formal demonstration of a few fundamental theorems in the ninth grade.

In the Vocational Course of the seventh and eighth grades each new topic in arithmetic is taught in its relation to its every day use. Difference in ability is taken into consideration and work graded accordingly. For those who must leave school at the close of the eighth grade, work is given in the economical use of money in wage-earning and a knowledge of the the common business papers used in ordinary transactions. The work is motivated and the project method used whenever possible.

The aim throughout is to train pupils not by the blind application of rules but by the application of common sense to the conditions of the problems—to train pupils in simple and orderly ways of setting down their work, thus forming habits in clearness of thinking and economy in figuring.

Some Class!
Eighth Hour Civics

One by one we win the contests,
Just by one we won the last,
And we hope to keep on winning
Just the same as in the past.

Citizenship Contest Score

First place—Eighth Hour Class, 349 points.
Second place—Seventh Hour Class, 348 points.
Third place—Second Hour Class, 270 points.

8B Group

7A Group

Drawing

DRAWING is taught in the seventh, eighth, and ninth grades in the Central Junior High School. In the fall pupils make drawings in detail of fruit, flowers, buds, leaves, and seed pods. Later they make designs from these drawings and apply them to different articles. This is usually done around Christmas time and many very pretty presents are made. The designs are used in costume designing and for decorating all articles of apparel. They are also used in interior decoration—in designing wall papers, rugs, linoleum, tiled floors, filet work, and may be used for many other attractive and useful things about the house. Poster work and printing are also done by pupils in their art classes. Through-out the Art Course color harmony is studied. Color scales are made and used because color harmony is one of the most important items in the art work and to aid the pupils in selecting correct color combinations.

The drawing department also cooperates with other departments of this school. Linoleum block prints are made for the covers of the "Reflector" for the printing department. Some pupils made designs from shells and used them in their sewing classes for decorating pillow cases and towels. Posters are made for clubs and for the auditorium department. The drawing teachers and pupils are always anxious to cooperate with any of the departments and are glad to help any of them that wish help.

Interior Decorating

THE eighth grade interior decorating classes made a note book first, with pictures of rooms, doors, drapery, furniture, and wall-paper.

They choose pictures with good colors and good designs of furniture.

Then they drew a well balanced room in elevation, and painted it in an appropriate color scheme.

The work in the ninth grade is the same except it is done in more detail, and more time is spent on it.

The purpose of this work is "Better Homes."

OH, THAT'S IT

Visitor: Why is this town so dead?"
Native: "It was laid out by an undertaker."

7B Group

Junior-Senior Band

The Junior-Senior Band

THE Junior Senior Band is made up of students from the Central Junior High School and Saginaw High School. This organization meets twice each week for reherasal.

The first call for players in the fall was met with considerable enthusiasm and a large number of people turned out. However, it was impossible to enroll all of this number as regular members of the band. Some of the students had had their instruments only a short time and were not as yet ready for ensemble playing. It has been Mr. Flueckigers ruling that only those who can perform on their instruments in a way that is a credit to themselves and to the band as well are eligible for active membership. A junior or student band has been organized for the purpose of training the beginners in their respective iustruments and to give them a knowledge of band membership as a whole.

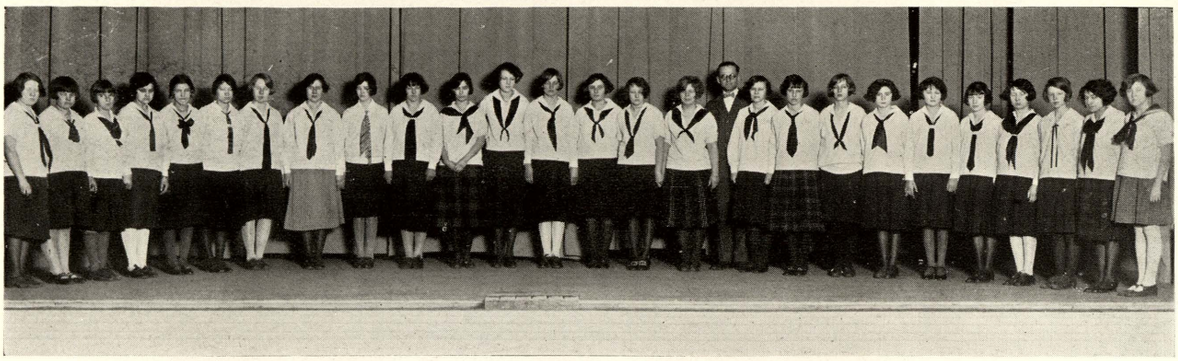
The band has been active throughout the year. It has played at the football games and the basketball games as well as for civic organizations and for the May Celebration held at Hoyt Park. The band numbers thirty five.

C. J. H. S. Orchestra

THE Central Junior High School Orchestra is a group of young players who have shown a desire for the study of orchestra music. These people meet twice each week for the study and rehearsal of the selections which are presented at concerts and other public performances. The first formal appearance of the orchestra was in December when it appeared in a joint concert with the band. Before that time and since, it has played at the plays put on by the Auditorium Department. Those who attended the concert of April thirtieth noticed a decided improvement on the part of both orchestra and band. This is due in part to the fine spirit and willingness to work and cooperate which is shown at both the rehearsals and public appearances.

At the beginning of the year, this group was made up chiefly of violins, other instruments being, one clarinet, two trumpets, two trombones, drums and piano. The instrumentation at present is: eight first violins, fourteen second violins, one viola, two double basses, one flute, three clarinets, three saxophones, three trumpets, two horns, three trombones, one sousaphone, piano and drums.

Central Junior High Orchestra



9B and A Girls Glee Club

Glee Club

THE Glee Club work at Central Junior High School is under the direction of Mr. Flueckiger and Mr. Fryfogle. Mr. Flueckiger has the eight "A" girls' glee club and the ninth grade girls' glee club. Mr. Fryfogle has the seven "A" girls', the eight "B" girls', and the boys' glee clubs. Meetings are held once a week for these groups at which the various songs are studied with a view to acquiring an intelligent interpretation of them and at the same time endeavoring to increase the appreciation of music among the members.

History Club

Every Tuesday at Clearing Hour, 8B and 8A students come to 305 to make up work in history. There are twenty-eight members belonging to the club. As soon as the class improves, the student may be excused from club.

Only three members have been excused this term. The history club will certainly benefit those pupils who have a desire to improve in their work.

Girls' Business Club

THE Girls' Business Club serves several purposes. *First*, it serves as a point of contact between the commercial work in the school and the local business world. *Second*, it encourages a social spirit among commercial students, by offering opportunities for social contact. *Third*, it aids students to become conversant with modern business methods and systems, endeavoring by such means to raise and maintain a higher standard of efficiency.

Increased interest and enthusiasm have been shown in the Club this year, by working through the group system. The Club has been divided into groups, each group headed by a chairman, who is responsible for a week's program.

This club has been very beneficial, both educationally and socially. It serves to acquaint students with actual business conditions through talks on practical business topics given by men and women of the local business firms. These talks serve to broaden the view point of the student and by this means, they see objectives beyond the mere routine of daily classroom recitations.

8A Girls Glee Club

8B Girls' Glee Club

Spelling Club

MANY Junior High School students are likely to come to the seventh grade with the spelling of certain troublesome words of the elementary grades still in doubt. It is important, therefore, that they be given a chance to obtain sufficient drill to master the same. For this reason the mandatory spelling club was organized. Rapid drills of the work of the first six grades are given, the difficulty each word contains is stressed.

Words are grouped according to their root forms into families; those showing their similarity in endings and prefixes are discovered.

A few important rules such as the one governing the "ie", "ei"; the one for doubling the final consonant; the one changing final "y" to "i" before adding an ending, and for dropping of the final "e" are stressed to give the pupil some tangible means of settling their difficulties.

Pupils are urged to keep a record of all misspelled words and to assume the responsibility for their mastery.

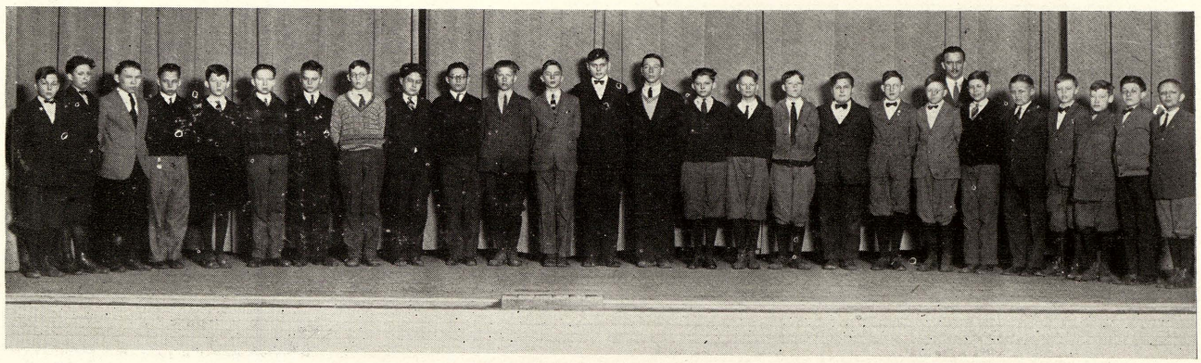
Lamb is usually sheep at any price but venison is always deer.

Book Lovers' Club

"TO give boys and girls a love of books means far more than to teach them to read. It means teaching them to connect books with life throughout life."

During the first semester we read short biographies of our own American poets and other writers, and we found that Longfellow, Whittier, and Holmes were the best known poets, so we proceeded to begin an acquaintance with Edgar Allen Poe through his "El Dorado" and "Annabel Lee"; with Walt Whitman through his "Delicate Cluster" and "Captiar, O, My Captian."

Roll is called to which we often respond with quotations either in prose or poetry; sometimes we have a program consisting of book reviews, one of which "Jungle Days" by William Beebe, was very interesting and full of information new to us; then too, this second semester we have become acquainted with Nathalia Crane, that child poet, who has stirred up so much talk with her "Janitor's Boy" and "Lava Lanes"; with Edna St. Vincent Millay's "Pear Tree"; with Carl Saeedburg who has just finished writing "The Life of Lincoln."



Boys' Glee Club

7A Girls' Glee Club

Social Science Department

EDUCATIONAL aims in the past were "The bread and butter aims," earning a living, and culture of the individual. While not undervaluing these objectives, we, today, realize that man is a social being, having duties and responsibilities toward the rest of his fellows; hence the social science subjects, geography, history and civics aim directly at preparing pupils for useful, active citizenship.

In geography boys and girls learn about the earth as the home of man; in history they find the records of tradition, labors, sacrifices and achievements of the human family; by studying civics boys and girls learn that co-operation is necessary in community life.

They gain knowledge about civic affairs so that they may perform intelligently their duties as citizens.

And instructors strive to inspire them with an earnest desire to co-operate in making their community a safe and desirable place in which to live.

Mandolin Club

THE Mandolin Club was organized to give those who favor the mandolin, banjo or guitar an opportunity to learn to play the instrument and enjoy the benefit of group playing.

At the present time, there are sixteen members who meet weekly for rehearsals and a number who are studying one of the fretted instruments in the Saturday class.

The Club looks forward to the next season and the possibility of twenty-five or more playing members.

It suddenly occured to the small Boy Scout that he had neglected to perform his daily good deed. He approached the infirm old lady on the corner. "May I accompany you across this busy street, ma'am?" he asked. "Why, of course you may, you poor little fellow," she beamed. "How long have you been waiting for somebody to take you across?"

Mandolin Club

Boys' Business and History Club

Some Speakers at the Girls' Business Club

THE Girl's Business Club has had many interesting speakers this semester. Among them were: Miss McDonald, a teacher on thrift from the Bank of Saginaw, Mr. Chaffee, Mr. Staebel, Mr. Stevenson, Rev. Davis, Rev. Watters, and Mr. Harvey. All of the speeches were very stimulating.

Miss McDonald spoke about the banks, how they are operated, by whom, and what they are for. She spoke to us mostly about Thrift, one of our greatest assets. "Save a little money. Spend a little money. Don't hoard it, but save it for worth while things. Don't look for an easy job, but get a job that fits you, and train for it, because business men are calling for trained workers. I like these dull boys and girls that shuffle their feet and walk heavy, because some of them are willing to work, and they have a bright mind," went on Miss McDonald. "Every body should be glad to help some body else win." Miss McDonald also told us about their school pass book for children of school age. She said that every person should have a bank book. Then she told us about the three C's of credit, which should belong to every person. They are: Character, Capacity to work, and Capital.

We all enjoyed Miss McDonald's speech very much and we all learned a great deal from her talk.

French

OUR aim in studying French is to have our pupils think of that wonderfully expressive language as something to be actually used and not simply to be looked at in a book and forgotten just as soon as the book is closed and school is out. We try to impress on our pupils that the French language has a practical as well as a literary value for them. French is a diplomatic language but it is also a language of great commercial value because it is spoken by educated merchants in all of the Latin countries. Any employe who can translate and write French business letters is an asset to any firm.

An optimist is a man who leaves a pair of gloves in a public building and expects to find them there when he returns five minutes later.

Girls' Business Club

Arts and Crafts, Art Collection, Cartoon, Poster, and Scrap Book Clubs

Scrap Book Club

"THE worthy use of leisure time" is the motto of the members of the Scrap Book Club. The club aims to create in the child interest along some line, so that whenever found, that subject will appeal to the child and cause him to clip the items and mount them in his book. It is hoped that this habit will continue with the student after he leaves school. The club leads the child's interest along the lines of advancement and changes in current events, history, literature, economics, industry, health, queer conditions and social growth.

May the club succeed in its aim and motto!

Bird Club

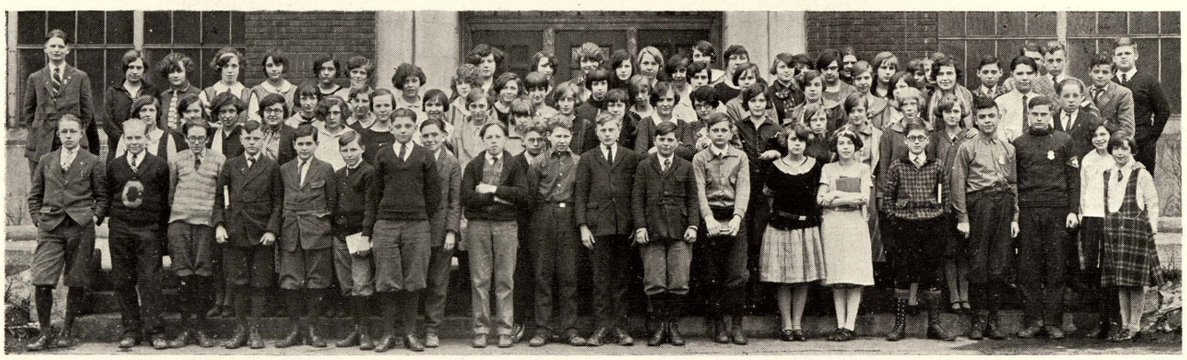
THE members of the Bird Club have been interested this year in studying the distinctive markings, food and habits of some of our common birds. By this study, they have been able to discredit a few fallacies regarding birds and have learned to know many that are of value to man either by their song and beauty or by the destruction of harmful insects and animals.

Boys' Camp-Cooking Clubs

AMONG the best clubs in school stands the two Boys' Camp-Cooking Clubs. They have nothing but the finest ideals, members, and sponsors. The sponsors are Misses Heilman and Green. This club has many good purposes among which are: 1. To teach boys the art of cooking; 2. To fill the boys stomachs who do not have time to eat a breakfast. If you ever have any doubt as to what club you want to join, just come and see either Miss Green or Miss Heilman and have your name put on the list. It may take a little time to get in as there is only enough room for a limited number of members, but don't get discouraged. Some of the many good things we have made so far are: bacon and eggs, fruit salad, hamburgers, peanut brittle, and pancakes. As my space is limited, I am afraid that this is all I will be able to tell you about the best club in school, The Boys' Camp-Cooking Club.

Cartoon Club

THE main object of the Cartoon Club is to satisfy the boys who wanted the club. What would C. J. H. S. be without its cartoons?



Bird, Booklover, Campfire, Girl Scouts, Etiquette and Flower Clubs.

Cabinet, Printing, Boat, Radio, Wood Turning, and Typing Clubs.

The Art Collectors Club

THE purpose of this club is to develop in young people a clear perception, a sense of proportion and a love for the beautiful.

We have been studying some of the pictures of the great American painters, as, "The Harp of the Winds," by Martin; "Washington," by Stuart; "Peace and Plenty" and "After a Summer Shower," by Inness.

A brief sketch of the artist's life is also written.

The pictures used are miniature reproductions in original colors of these masterpieces.

Mathematics Club

THIS club which is sponsored by Miss Harder meets every Monday and Wednesday during Clearing Hour in room 112. All students who have trouble in mathematics are invited to come.

Great progress is being made to the joy of Miss Harder. I am sure if you joined this club you would no longer have trouble with this subject.

Typewriting

IT has been said that "The proof of education is usefulness." Typewriting in the school room is of immediate utility, and at the same time develops those qualities which make for success in personal, social, and business life.

The typewriting classes in Junior High School give pupils in the Commercial Course an opportunity to try out their ability in the subject. To pupils in the Vocational Course, typewriting classes offer valuable training. There are academic pupils in the typing classes, who realizing the value of the subject, are making the most of their opportunites.

As the typewriting classes meet only three times a week for most pupils, a through knowledge of the keyboard is the minimun requirement for eighth and ninth grade work. When once the pupil has that fundamental training, he is prepared to continue in Senior High School, Continuation School, or with work in any advanced course in typewriting.

In the Junior High School, sufficient supplementary material is provided for pupils whose abilities require more extensive training.

Camp Cooking and Fancy Work Clubs

First Aid and Junior Mothers' Club

Rod and Gun Club

THE Rod and Gun Club is an organization of the boys of C. J. H. S. and of the Saginaw High School whose purpose is to show the value of game, fish, and forest to the people of the state. We teach conservation of game and of the forest, also the value of the game and fish laws to coming generations.

We fish, hunt, and learn how to do these things right, we learn how to obey the laws of the conservation department, but most of all, we learn about the great out doors and how to live there.

The Junior Mothers' Club

THE purpose of the Junior Mothers' Club is to interest the girls of school age in sharing the responsibility of caring for the younger members of the family.

Fancy Work Club

THE purpose of our embroidery clubs is, to teach a worthy use of leisure time, by suggesting different tpyes of problems outside of our regular course of study.

Out-Door Sports Club

THIS club was organized last year and proved quite popular with the boys. This year the membership is practically the same. The old members were anxious to come back and, to our regret, many interested new ones could not be admitted.

During the winter months the time is spent in discussions of out-door life but when the glorious spring time arrives, the playing court calls and then the boys can enjoy a game of base ball. Some of the members entertained us with interesting talks about their camping and fishing experiences, one of which was about a camping trip to the State of Maine. According to this story Maine must be a wonderful place to camp in. We had hoped to take a fishing trip this year but the transportation problem proved too great.

Some of the "fish stories" are very humorous and almost unbelievable. Out-door life promotes health and strength with its fresh air, sunlight, and exercises. It is a natural instinct in a boy to be interested in this life and considering the good derived therefrom, should never be discouraged.

Outdoor Sports, Machine Shop, Physical Training Boys, Rod and Gun Seasonal Game Clubs

Commercial Geography

THE term "Commercial Geography" is not really broad enough to cover what is aimed at in our school in ninth grade geography. The teaching of geography has changed greatly in the last half century, and although many of the same facts are studied that used to be years ago, much greater attention is paid to some and correspondingly less to others, than was the case up to a few years ago.

Where pupils were once taught mainly mathematical geography, learning the size, shape, and movements of the earth, or with physical geography, dealing with the land, air, and water, they now are concerned, not so much with these facts as facts, but as causes leading to the study of man himself on that earth, his home.

In studying the movements of the earth, for instance, the pupils learn how these movements affect the climate, and how the people of the earth are, in turn, influenced by their climate,—how certain parts of the earth attract many more people than do other parts less favored by nature. Not only the distribution of people upon the earth but also their types of occupation — whether they go in for agriculture, manufacturing, fishing, mining, etc. — all are influenced to a greater or lesser degree by climate.

Since these various occupations of the people, together with the resulting commerce or trade back and forth between nations, from the main part of the study of commercial geography, the students can gain a far better understanding of these trade relations when they have learned some of the underlying causes back of those occupations and ways of living.

So, while it is of unquestioned value to learn the main facts of geography, it gives one a greater understanding to get at the causes back of these facts, and it is this phase of geography that we try to stress the most in the ninth grade. Why northern Europe is warmer than Labrador, for instance, —why northern Chile is such a desert,—or why Mexico's larger cities are inland instead of on the coast; projects like these help to cultivate a sympathy and understanding for other people on the earth.

By many, the value of geography is thought of as a purely enjoyable one, bringing us the glamour of distant lands, from the walled cities of India to the jungles of the Amazon, from Oriental bazaars to Cairo streets with their snake charmers. All that sort of thing which many hope to see and yet few succeed in seeing except through the medium of the picture and the printed page, can be gotten through geography.

But of far greater benefit than the mere enjoyment gained from picturing distant scenes from which we draw our materials for living, comes the benefit of a greater understanding of the people of the earth. And it is only with a populus trained in such understanding, qualified to form unbiased opinions of the foreign countries with which its government deals, whether politically or commercially, that a nation can attain true success.

Spanish

IN the Spanish classes we learn to speak, write, and read the language of the Spanish people. To speak, write, and read the language of another people gives us the master key that unlocks understanding of them and neighborliness and effective cooperation with them.

But why the Spanish people? Because we are so closely bound to many of them, and because our own life and custom bears the Spanish mark. European life and thought was introduced to our country by the Spaniards in the settlement of St. Augustine. Much of the exploration of our country was done by these enterprising people, and two thirds of our country belonged, finally, to the Spanish dominions. That country carries on the memory of the achievement of Spain in the names of our states, cities, rivers, and mountains. Many of our legal institutions were borrowed from Spain as were many of our customs. Spanish is the language of most of our island possessions. In the past, Spain has given us not only a rich territorial gain, but also a rich achievement in artistic and literary production.

Moreover, it is evident that in the eighteen Spanish speaking republics to the South, lie the seat of limitless opportunity commercially for the young American. As these countries develope their resources, the American of the north will develop there his greatest buying and selling market. Spanish is and will continue to be the means of commercial communication between the two Americas. Therefore, there is a growing need for the study of the language of our enterprising neighbors on the part of the young citizen of the United States, socially, culturally, and commercially.

We cannot hope to master the langauge in Junior High School; but we do achieve a fair reading knowledge, and we gain preparation for business or for further study in Senior High School. We lay an early foundation for language study.

Traffic Club

Junior Traffic Officers

THE Traffic Club is a voluntary group of Central Junior High School pupils whose aim is to promote better citizenship. When the club was first organized its object, primarily, was to maintain order in the halls.

Different activities have been assigned to them. In addition to looking after the traffic in the halls, they have lock inspectors who look after the lawn and see that no smoking is allowed around the building, one captian who looks after the bicycles and secret service boys and girls. Officers take charge of the Cafeteria lines at noon. The badge is a star made by the boys of the sheet metal class. Mrs. Walsh is sponsor, Alexander Sobecke is Supt. of Traffic. Jacob Kessler is inspector for the second floor, Melvin Wilton for the third floor, and Alexander Fedchenko for the first floor.

No officer is allowed on Traffic duty who has not an Officer's Certificate properly signed by the sponsor and Supt. of traffic. This year the Traffic Officers, under the Supt. and Inspectors made a fine record in handling the large crowd at the gym exhibition.

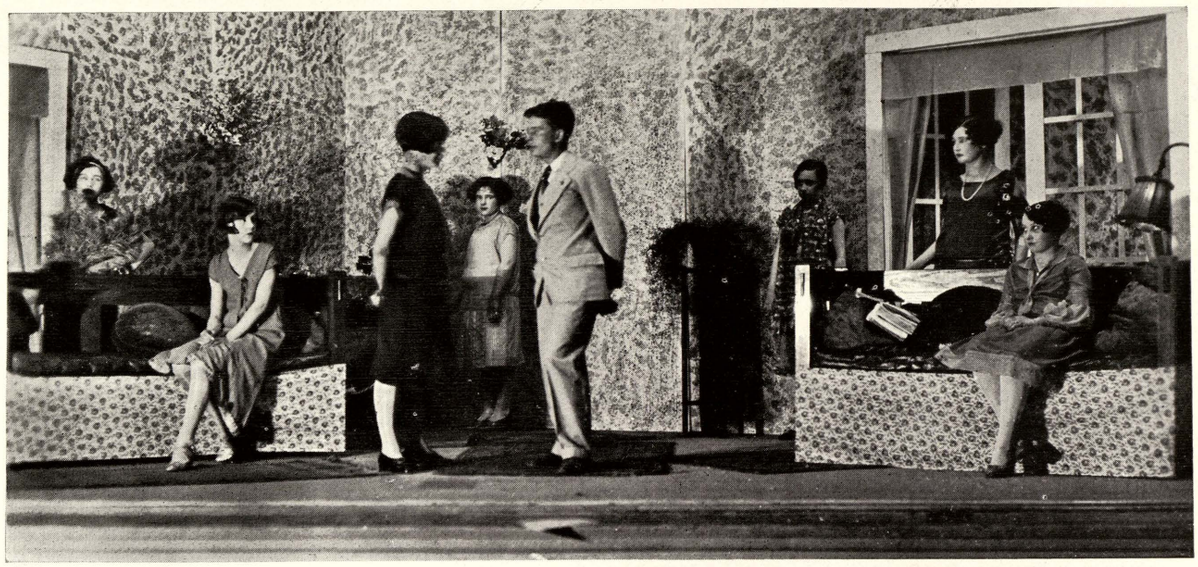
The Model Boat Club

THE purpose of the Model Boat Club is the building and sailing of model boats. The boys' interest in this subject is shown by the great number who joined the club and also by the frequent requests for permission to work after school, on Saturdays, or whenever there is the slightest opportunity to do so. Most boys between the ages of eight and eighty find model boat building most interesting and instructive.

The models under construction range all the way from a sixteen inch model canoe to the model of a two hundred twenty-five feet clipper ship. The most popular model is a twenty-three inch model racing yacht which should furnish the boys some good sport when a number have been completed. Building a model boat requires patience and continued effort, together with a good deal of study and careful planning.

Boats and ships from the earliest times ranked among the most artistic expressions of man. If these boys in the club learn to understand and appreciate something of this, then something lasting and worthwhile has been accomplished.

Home Room Officers



Scene from Auditorium Play "Seven Chances"

Public Speaking For Junior High Schools

". . . . And when they called on me I didn't know what to say. If I had thought of any thing I know I would have been too thoroughly frightened to have said it."

ONCE more the need for an understanding of the basic principles of public speaking has been felt; once more the lack of education concerning the spoken word has been experienced; once more the absence of compulsory speech training has been felt. The gap between training in expression by means of the written word and by means of the spoken word has long remained with us. The difference between the two is obviously great. We have often found that a brilliant writer is often a very poor speaker as is often the case with the brilliant conversationalist.

Too long has the spoken work been neglected.

The term 'Public Speaking' is very misleading in the descriptive sense. Just what speaking do we mean to include in our classification? Does it mean that we must stand before a public gathering before we can apply the principles of our teaching? Must we have 5, 10, 50, 100 or 1000 auditors before our address can be called a public speech? Try yourself to draw the line between mere conversation and a public speech. It becomes quite complicated without your knowing just why.

If the advantages of training along this line had been known when the subject had its beginnings, the name applied might have been more suitably chosen. The application of speech principles must, and at present does, include all speaking as well as the presentation of an address before a vast audience. Realizing this fact, educators are agreed on a term, more decriptive of the content of this work. It has been aptly called "Purposive Speaking."

With the title to our subject, "Purposive Speaking," we can begin to define exactly and specifically. Such speech training classed under that title will be inclusive of all oral presentation which has as its objective, a definite purpose. The aims of the training will be to develop in the student an ability to express themselves in a manner which will allow the auditor to understand and get the same thoughts as the speaker.

With such a definition in hand we are faced with many more problems than before but we are also adding to the usefulness of the training. It has broader applications and will serve us constantly. For instance, now we may apply the same fundamental principles to our plea for a raise in salary; to our conversation with Bill Jones whom we may have met on the street and have wanted to have him buy our used car; to our impromtu talk before the Rotary Club; to our report to the board of directors; and to that vast audience assembled to hear our speech of acceptance of nomination for Governor.

In other words the study of speech will add to everything that we do which requires "thinking out loud" and in consequence we are more forceful in our activity and relationship with the world.

There are of course some excellent speakers today who had no training whatever during their school days. After counting the few you know, count the many who are totally unable to express clearly a most simple thought when it has to be presented before an audience. Notice how overwhelming your observations are. You begin to realize that good speakers are few and far between the poor ones in your acquaintance. The reason for it lies in the fact that in the days when these friends of yours and mine received their education there was little attention paid the art. The timidity, self consciousness, nervousness, and fear of public appearance was never overcome in the slightest degree. Instead, these things were allowed to increase and grow to even greater proportions during years of inactivity. We find as a result that these are the ones who are willing to give most of their time and money if they might acquire this late in life the art of Oral Expression.

Times have changed! In education we find the courses in Public Speaking included in almost every grade of school work. College and university courses are more specialized and inclusive than formerly. High Schools are broadening out the work to include not only fundamentals but also practical experience. Now we have Junior High Schools accepting and requiring Public Speaking work of all pupils. No longer is there the chance that the pupil will fail early in life to realize the importance and the benefit of this training. With the work required of all pupils we hope that some of them will be saved later regret who might unknowingly have side stepped the acquisition of the principles which are rapidly becoming a necessity.

Public Speaking work is, then, a requirement of all Junior High School pupils. It is the aim of the department to not only eliminate and overcome the self consciousness and timidity which the pupils may have, but also, and most important, we strive to prevent the acquiring of these traits. Most of the pupils of this age have few or none of these poor speech habits and acquire them as they grow older. If they can be done away with or prevented before they become a habit, the struggle is more easily won and is more beneficial and lasting. Training begun at an early age laying the ground work in fundamentals and basic principles accomplishes more for the time spent than can be accomplished in many times over the same period, later in life. Start on the wrong foot and you must change your step. Know which foot before you start! Acquire good speech habit before you need it!

"A word fitly spoken is like apples of gold in a basket of silver." This old proverb is even more apropos in these days of cosmopolitanism, rapid intercommunication, and radio than in the days of old; go to the radio announcers and be wise for there will you learn pronunciation, enunciation, distinctness, inflection, and tone.

Scene from Auditorium Play "Seven Chances"

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Our House of English

GREAT is the English speech—what speech is so great as the English?"

Walt Whitman was prophetic when he said this, as English is fast becoming the universal language of communication. If this is true then it must be our duty as patriotic Americans to see to it first, that we speak correctly; then, with Correctness of Speech as a foundation, we can keep on adding tier by tier to our House of English until it is ready for the finishing touches of Nice Distinctions, Delicacy and Color. The most wonderful thing about this particular house is that (quite unlike most houses) the more we add to our structure, the more beautiful it grows.

Place of English in American Life

THe training of our pupils in the accurate and ready use of their own language is recognized as the basic duty of the schools. English, as our national language serves two purposes: It is the medium of artistic and imaginative speech and writing; it is also the common carrier for innumerable occasions of our daily business.

All of us continually employ English in this way, speaking, writing, reading, and listening.

Instruction in our schools schools should lead, then, to adequate command of our language, both for communication and for the enjoyment of literature.

The National Council of the Teachers of English has undertaken, as a first step, an inquiry into the demands which are actually made upon Americans to-day, with respect to their use of language into the place and functions of English in American life.

Questions have been prepared, covering the most common ways in which English is used in daily life—personal, business, and social.

In each community these questions have been placed in the hands of a committee lacally selected as representing professional and business people and social organizations, labor unions, fraternal societies, the local press, as well as the school athorities.

The answers to these questions will form the basis of a fair picture of the demands actually made upon Americans in the use of their mother tongue.

The questions are listed under the titles of: 1. "The Common Uses of English For Communication": Interviews, conversation, public speaking, writing; 2. "Common Uses of English For Interpretation": Reading, listening.

Academic English

THE definite subjects treated in academic and commercial English in the three grades of the Central Junior High are literature, grammar, punctuation, spelling, writing, and correct speaking and writing drills. When one stops to consider what a wide field this course must cover, it will be clear that the English teachers have the right to this slogan, "We meet everybody, every day, and everybody meets us."

In the academic and commercial course, grammar is stressed more than in the vocational course. The pupils choosing these two courses must, because of their work in the future, not only be able to use correct English, but must be able to reason themselves out of errors that they make in both oral and written work. Application of the rules of grammar is stressed.

Likewise it is the application in all English work for which we are continually striving.

In literature we aim to give the pupils some work of both the older and modern authors. Variation is also provided for. There is the short story, the long novel, poetry, and many varied selections. The "Youths' Companion," which comes every week, is always welcomed. The outside reading requirements acquaint the pupils with a broad field from which to choose books for their leisure hours.

Vocational English

IT is probable that vocational students differ more widely in their ability and training in English than in any other subject.

In no other respect is the need of the child so great as for the ability to interpret the printed page as a vital message; and in no other way can his highest advancement be secured as by developing such ability.

This kind of student must see the value of knowledge and must have his interest aroused. The strongest interest kindled in this vocational student is the desire to learn a trade. Therefore it is necessary to exclude technical grammar from this course except its most elementary form. Of course this may be taken up with the

individual where special interest has been developed.

With the foregoing then, as a background, the purpose of the vocational course in English may be re-stated as follows; first, to develop a genuine fondness for books, and a desire to read as a means of recreation; second, there should be aroused within the student some realization of the dependence of the civilized world on books. That is, the teacher must induce him to read for information; third, we must develop the power of oral and written composition through class discussions, descriptions, and oral reading; last, the most important purpose is the development of the reading habit. This should have its object recreation, information, and inspiration with a by-product in the greater power of expression.

The English teacher must endeavor to develop a special fondness for books, by creating this incentive "that the world depends upon books for knowledge and happiness." In the words of the immortal Bacon "Knowledge is Power."

Business English

ANY course in business English worth the name must have as prerequisite a sound knowledge of the fundamentals of English. Otherwise the instuctor must carry a double burden or his course will become a farce."

How shall we lay a foundation for the study of business English? Our first few lessons tend to develop originality and initiative and to give pupils the right view point. Who succeeds in business? Those who have ideals of service and who are able to impress that fact upon their reader or hearers; in other words, upon the public. To attain success, then, we must pay attention to the means, as attention to the means is the great secret of life. If business is to amount to anything, we must connect it with fundamental matters of thinking and of character.

One great help toward the goal is the ability to talk well. We must watch enunciation, and pronunciation, the beginning and the ending of words, the vowels, and the tone of voice; one must be able to express his ideas intelligently and effectively, in order to do this we must first possess words before we can use them. A large and varied vocabulary is indispensable to accuracy and power in the use of English.

Students are being taught how to write telegrams, original letters, follow-up letters and various forms of correspondence with the idea of perfecting them in the use of business forms.

A course in business English should, more than any other course in English, teach spelling, not by giving thousands of words, but by thorough, regular drill on the comparatively few commonly misspelled words, by a complete mastery of the rules of spelling, and by forming the good dictionary habit of looking up not only the spelling and meaning of words, but, also, their ancestry and history.

Literature Excitement

THE glorious excitement of literature," this phrase of Hugh Walpole's, I saw recently in a magazine and it has lingered in my mind like the refrain of some popular jazz piece. "The glorious excitement of literature"— there have been exciting polar expeditions, exciting discoveries of King Tut tombs, exciting adventures on land, in the air, on the water, in the water, everywhere and in the Land of Nowhere; but that there is an excitement of literature and a "glorious excitement," is distinctive and refreshing.

Walk down Broadway between Thirty-third and Forty-second Streets at night any time in the year, above one is the mass of iridescent electric signs flashing, scintillating, and illuminating the crowds pouring forth from the theatre, opera, movie palace, music halls, cabarets, cafes; You, a mere bystander, are caught up in this human vortex and are jostled, shoved, pushed, prodded, elbowed, shouldered, dabbed, patted, and exhilarated by this moving mass, indeed, you are gloriously excited about it all; you probably will be carried on this human current for several blocks, when all of a sudden a great wave of fatigue and sheer weariness overtakes you, then as dexterously and as decently as you can you detach yourself therefrom to seek quiet and rest for a bit of sober reflection.

Some such exhilaration as this comes over me as I look over the pages of our magazines, our literary reviews for grown-ups, for boys and girls, and for children; when I step into a library and see the bulletin boards with their gayly colored jackets advertising books, books, and still more books; when I go into a book store and see many an old friend in "silk attire," and a bewildering array of new comers and young-

sters in modern dress, and with such alluring names; I hold my breath, nay, I even gasp for breath, I am jostled, elbowed, crowded; then a wild longing comes over me to get just one to carry away, but which one? What one?

At last I do succeed in detaching one from the variety and off I go, my fingers fairly tingling to cut the fresh, crisp, creamy pages, when suddenly, my eyes light upon such a paragraph as this: "These three figures stained the pale, bright chamber with their black and rusty attire; the chevalier's crimson startled it like a blow; only Virginia resigned and pallid in pearly satin fited into the setting like a clear jewel clasped by a ring."

These sentences are "clear and jewel like" in themselves, they fairly sparkle and illumine.

Such discoveries are only one of the many glorious excitements of literature.

The School Library

IT is impossible to prepare students for their class work or for life without a generous supply of good books.

No school of any grade, whether it be the elementary school or a great university, is properly equipped unless it has a well organized library.

The school library is the laboratory of every department, the laboratory in which boys and girls may acquire a knowledge of how to use books, and the most valuable of all habits—the habit of reading.

What are the chief functions of a school library? To supply books and magazines to supplement class work, to provide cultural reading, to impart a working knowledge of books and libraries for information.

The Central Junior Library serves the purpose of a study hall and library combined. It is a pleasant, well-lighted room situated on the first floor next to the stack room.

The cases on two sides of the room have glass doors, but at the north end of the room, there are open cases. There is room for five thousand books, but we have only about two thousand on our shelves.

The shelving and the furniture are stained in a greenish grey. There are twenty tables in the room seating six at a table. Pupils are allowed to draw books from the library and keep them for two weeks, fiction books are the only books that circulate for this length of time, but many of the other books are taken home for special reports, poems, and articles of interest that the pupils discover while "browsing around."

The Latin Department

THE Junior-Senior High School Course in Latin comprises five years study. Beginning in the eighth grade, the student has the advantage of commencing the language at an age when a foreign language is more readily learned. The five-year course aims to give the student a more comprehensive knowledge of, and greater ease in the use of the language than can be acquired in the usual four-year course.

The definite educational values which it is believed can be secured through the study of the Latin language are: An increased ability to understand the exact meaning of English words derived directly from Latin and an increased ability to understand Latin words, phrases, abbreviations, and quotations occuring in English; an increased ability to spell English words of Latin derivation; an increased knowledge of the principles of English grammar and an elementary knowledge of the general principles of language structure; the development of a general cultural background through an increased knowledge of facts relating to the mythology, traditions, history, and institutions of the Romans, and an appreciation of their influence on the course of Western civilization; the development of those attitudes which tend toward better school and state citizenship; the development of certain desirable habits and ideals, such as habits of sustained attention, orderly procedure, perseverance, accuracy, and thoroughness.

Flower Club Aims

To call the common flowers by name,
You will admit is quite an aim;
And so we've tried to learn a few
That grow in fields, woods, gardens too.
To learn of Luther Burbank's fame
Has also been another aim,
For he with flowers wonders wrought
'Till he accomplished what he sought.
And so we're glad that we can say
The names of flowers that on our way
Do greet us with their colors bright,
And thus do add to our delight.

What Is Manual Arts?

MANUAL ARTS (Mannal Training) as defined by the teacher, discloses the fact that Manual Arts stand for certain principles and practices very different from the common idea which is that of a very mild, rather theorethical course in woodworking or furniture building. The ideas expressed below, we hope, will give a more general understanding of the work being undertaken.

The purpose of Manual Arts has changed and is still changing. The purpose is not to fit an individual for a particular vocation, but is rather to train the mind through the development and co-ordination of the senses and muscles. It is an art whose educational function lies essentially in training correlation between hand and eye with the ultimate aim of giving the individual greater power of expression through manual agency.

We can not train an individual in our school shops to be a master craftsman, but we can give him enough shop work to enable him to determine what trade he is best fitted for. After having had a number of courses in school shop work he will not choose a trade that he knows from experience he does not like and will not be happy and contented in.

Every boy and girl of average ability should have, and is benefited by having, a fair amount of 'hand training' where that training is so provided for and presented as to associate with some intellectual or artistic interest of the student. We, all of us, as men, would make better teachers, lawyers, preachers or doctors, to say nothing of trained mechanics or engineers, as well as better husbands, fathers, and citizens; if we could be skillful to a relative degree with hand, as well as keen of thought.

The branches of manual arts offered in this school are: Mechanical Drawing, Printing, Electricity, Woodwork, Concrete, Machine Shop, Forging, Sheetmetal, Woodturning, Clothing, Foods.

What is Mechanical Drawing?

BEFORE any object can be constructed in material form there must be an idea or plan. First comes the mental picture and after that the picture produced on paper. This reproduction on paper can assume many forms. If it is a picture of the object as it will appear when made, it is called a perspective drawing. It may be a free hand orthographic sketch showing the dimensions, the sketch being nothing more than the views of the object placed in a standard location set by conventions. It may also be a more carefully made orthographic drawing on crosssection paper.

The first type perspective is of little use to the workman since from it he only gets the picture of the thing to be constructed, but the other forms of drawing give all the shapes and sizes of all the pieces entering into the construction. There is hardly an occupation which is not touched by the working drawing. Plans for houses, bridges, parks and railways must be made before construction can begin. Designs for furniture, cabinet work, automobiles, boats, lighting fixtures, plumbing, electrical wiring, etc., are necessary before they can be assembled. In fact drawing is a language understood by all people, it is easily interpreted and easily used by anyone who can devote a little time and study to it

The first step in making a working drawing of an object is the rough sketch. Its aim is to quickly put on paper the idea or mental picture one has of the object. Since when working in material one surface can only be worked upon at one time, therefore, the easiest kind of a drawing to read is the orthographic drawing. Figures added to the drawing suggesting the size of each part helps locate it centrally. If one is not so sure that the mental picture is of good proportion the sketch drawn to some scale will bring out any faults.

Certain steps to follow and ease with the use of tools only comes from practice, therefore, the school is the easiest place to learn as the tools are there, also good advice as to the many ways to follow the right steps to use in the construction on paper of many a mental picture. Many wonderful things develop on paper from a mental picture. It also works the other way as many things die on paper, therefore saving many a dollar for the inventor or manufacturer.

"What a sad-looking store!"
"Why, because it has panes in the window?"
"No, the books are in tiers."

Cooking Class

Vocational Information

VOCATIONAL Information! What is it? Well, it is a subject not nearly as industrial as it sounds, and fully as informative as the term implies. Vocational Information, probably better spoken of as Educational Information, should have been in the schools long ago. But then, of course, that was before everyone had a sense of the responsibility which one carries as a human being, and before we realized that there is much work to do in the world and that everyone should do that part of it for which he is best fitted.

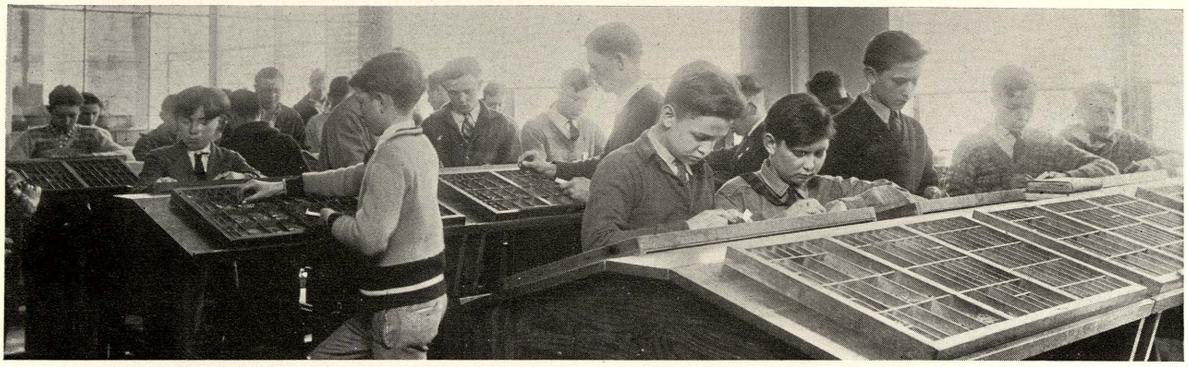
Why best fitted? Well, aren't you pretty happy and contented with the world in general when you are doing work you like to do and can do? So, nowadays, instead of Father and Mother saying to Johnny, "Now, you know very well that you are going to be a laywer, so get busy with your Latin and dont talk back," parents are beginning to realize that Johnny doesn't have the patience for detail, the glib tongue, the desire to enter into combat that makes a lawyer a lawyer and not an insurance agent, and that he had much better be raising prize-winning heifers, if that's what he wants to do, and therefore should do very well.

On Johnny's side, we know that he probably wants to raise the best cow in the state because yesterday he met the most interesting young man imaginable who wasn't the least bit of a "hick" and who raised blue ribbon Guernseys. So, someone, and the someone in this day and age who works with the parent and the child, is the school, must help Johnny to see that in spite of the fact that Father and Mother are willing that he use his own judgment in the matter of selecting a life work, and that cattle-raising is interesting, that there are many other occupations in the world that are quite as absorbing. Johnny learns, too, and his sister also, in Vocational Information class, that every occupation requires a special kind of training or a special kind of ability to make it a success.

After a semester or so of studying, discussing and thinking about all the interesting ways of earning a living and being happy at the same time(many persons earn their own livings and aren't particularly pleased about it), Johnny decides in his own mind to become a civil engineer. Rather different from cattle-raising, isn't it? But the point is, that now Johnny will see a purpose in taking certain subjects in school, in not changing his course, or changing it if he should. Although Johnny may change his mind about civil engineering, his final selection will be made within a very few years and undoubtedly will be in a similar field. In other words, Johnny is on the right track.

Not all boys and girls are able to stay in school after a certain age because their earning power or help is needed at home. To these boys and girls Vocational Information puts before them the world of occupations, the ability and the training for them, the importance of playing square with employers, and in a way "puts them wise" to the world outside of school. If a boy or a girl intends to leave school, an instructor of Vocational Information talks the matter over with him and if necessary that the boy or girl go, he or she is helped as much as possible in the arrangement of school hours and working hours, or the finding of a job. These boys and girls are aware of the demon, "Blind Ally," and look out for him. They know that although day school may have been curtailed for them, that there are a number of ways to continue studying and progressing. They are not deadwood and will be useful citizens to the best of their ability.

Vocational Information is something new, something that should be and will be developed as one of the most important functions of the school, the business of co-ordinating the life of the child in school with his life after he leaves school.



View of Composing Room in Our Printing Department

Printing

PRINTING in the school can be justified only from the standpoint of its educational and cultural value.

The first educational value of printing lies in the fact that it is a medium of knowledge. The progress of the world through the ages is recorded in print or its equivalent. To learn to read *is the great art* of the schools for it is fundamental to all advancement. Printing is not only a practical activity but the means to the acquisition of knowledge.

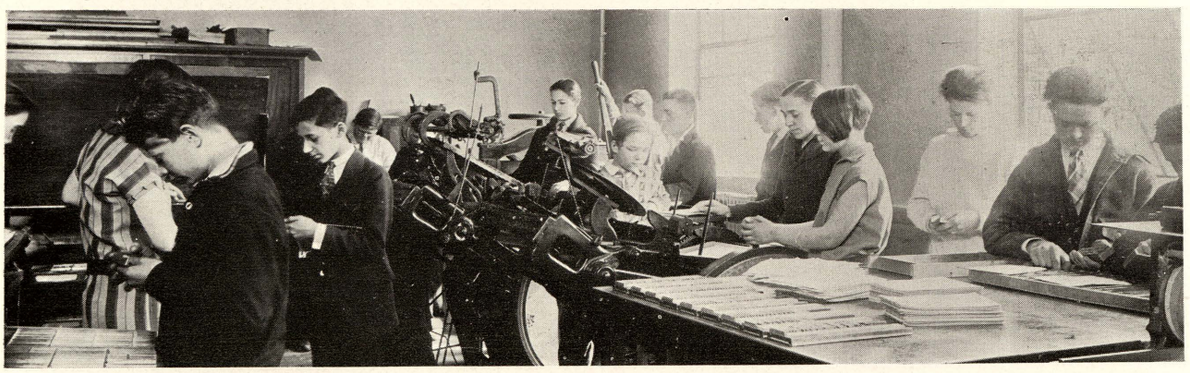
The second educational value of this subject lies in its intimate relation to other subjects such as mathematics, art, English, etc. In every job there is the matter of spacing, measuring, and estimating to be considered as well as calculating the cost of material and the job itself. These problems do not deal with theories but offer concrete problems which the student can visualize.

The relationship of printing to English is apparent to all, where great care in such matters as spelling, punctuation, capitalization, spacing and paragraphing are very essential. Printing develops a feeling and desire for good reading.

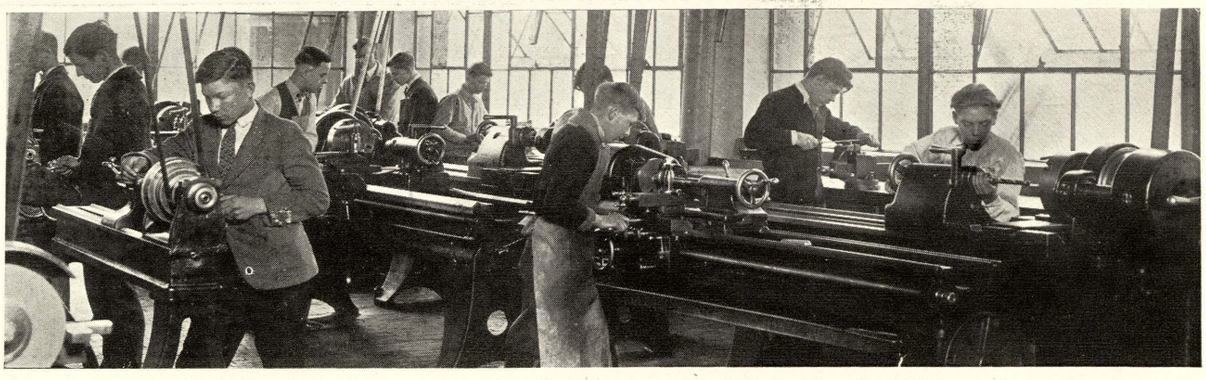
Printing is allied to history as well as to English. Interest is aroused by the story of the invention of printing by Gutenberg, and there may be given the whole history of the subject, from the cuneiform writing of the Assyrian and the heiroglyphic writing of the Egyptians, down to modern-day methods.

The relation of printing to art is as manifest as its relation to English. The principles of art which are taught in the art rooms are exemplified and applied in the print-shop. The principles of balance, rhythm, contrast, and harmony are here very practical and useful. There is little theory but much necessity for following them. They are applied for a real purpose. Printing develops taste, which is as important as skill or as habit.

And, finally, printing is justified by a consideration of its relationship to the industries allied with it. The subject of book-binding, paper-making, engraving, ink-making and other manufactured materials that enter into the subject offer fields of general information that surely must awaken interest in the student. For this reason printing is a vital part of the Junior high school curriculum.



View of Press Room in Our Printing Department



Machine Shop

The Machine shop

THE machine shop plays an important part in the world's work. Think of the machinery in use today, almost everything that we eat and wear has some contact with machinery. Some shop has to produce these machines. The shops must, and will have men to operate the machines that finish the parts which enter into their make up.

Central Junior High School's machine shop does not expect to produce tradesmen, but hopes that its boys will accumulate ideas and experience which will be of value later in life. Our time is spent on the fundamentals of the trade. We learn the names of many tools, their uses, and how to take care of them; also to operate the different machines, such as, engine lathe, shaper, drill press and milling machine. Some of the "jobs" we use to bring out the points, have a practical value, e. g., center punch, drift punch, screw driver, "C" clamp, plumb bob, and adjustable tap wrench. We also do some minor repairing that is within the limits of the students ability.

Forging

THE value of forge work in the school shop should not be overlooked. Students expecting to enter the metal and automechanic trades can derive many benefits from a course in forging.

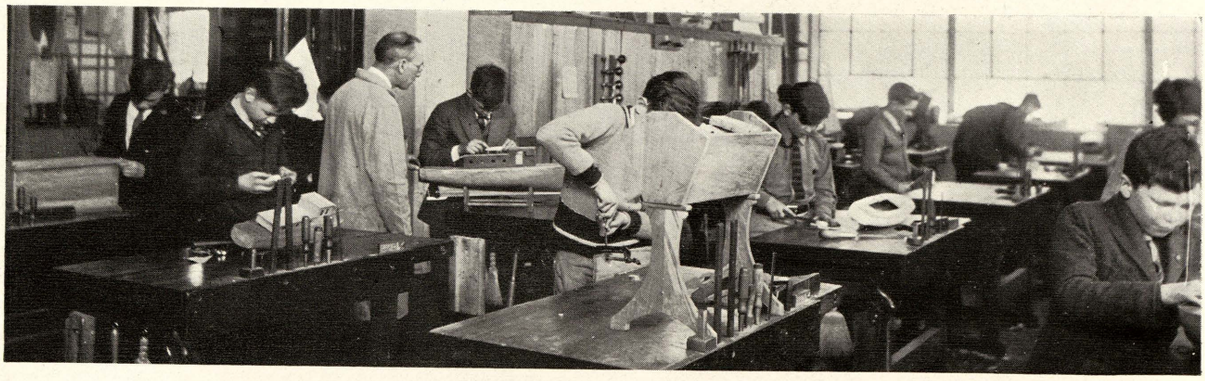
Students in machine shop practise will fiid it well worth while to know how to do some forging, hardening, tempering, annealing and ease-hardening.

Boys on the farm with a knowledge of forg- and a small forge and a few tools can save much time and reduce expense by repairing farm equipment at home. Students are always encouraged to bring problems to the school forge shop for repairs as far as the shops equipment will permit.

PARTIAL TO PREPOSITION

"What did you bring me that book to be read to out of from for?"

"Is there anything at all you're sure of?"
"I'm sure I don't know."



Wood Working Shop

Clothing Class

Costume Designing

IN the Costume Designing classes we have been doing very interesting work this year. On entering the drawing rooms you will observe the many different kinds of work that have been done.

Costume Designing classes are for the purpose of teaching us how to dress appropriately to suit our eyes, hair, complexion, etc. We learned that the tall, slender girl should choose points from the fashions which tend to give breadth to the figure. On the other hand the stout girl should avoid ruffles, broad shoulder effects, broad belts, and lines that exaggerate the horizontal lines. The high school girl should study her own figure and try to select dresses that will harmonize with and suit her figure and complexion.

A dress should not only be appropriate to the wearer, to the season, and to the occasion on which it is to be worn, but also for the time of day. The morning frock should be very simple and conservative. The afternoon dress should be a little softer in texture than the morning dress. The color may be little more pronounced and it may have more trimmings. But as a whole this dress should also be simple. The evening or party dress should have a low neck and short sleeves. Clinging materials are best suited for evening dresses. Color is also considered important in choosing this gown.

Designs made in Costume Designing are also used to decorate fashion sheets and window cards. We have designed school and party dresses in class and have also made fashion sheets. We intend to start on interior decorating later on.

Our Cafeteria

DURING the fall and winter months the cafeteria feeds from seven to nine hundred people daily; during the spring the daily average fed is from three hundred to four hundred, this is because so many of our students take advantage of the warm weather to go home.

Two hundred seventy people can be seated at one time; the serving starts at 11:30 o'clock, but at the end of the fourth hour that is, at twelve o'clock is what is known as "rush hour" when most of the students are served; those who have a fifth hour recitation have a precedence pass permitting them to go ahead of those who have no "fifth hour," each must wait his turn in the long line; teacher, pupil, and the occasional visitor.

Nearly one hundred students carry their lunches and use the cafeteria daily, getting whatever they wish in the choice of something warm to drink or eat,

Five to ten needy childern are given a full meal each day for their services during the lunch hour.

The food served is wholesome, cooked well, appetizing, and arranged in a tempting manner.

The cafeteria has been used for all school activities requiring lunches or meals served.

Mrs. Mildred Warner is the very capable manager with four paid helpers.

Below is a typical menu: Bean Soup, 5c; Roast Beef or Pork, 10c; Hot Meat Sandwiches, 10c; Beef Hash, 10c; Scalloped Potatoes, 5c; Sandwiches, two for 5c; Butter, 2c; Milk, 5c; Salads, 10c; Vegetables, 5c; Desserts: Pie, Ice Cream, Cake, 5c.

Sheet Metal Department

Electricity

WHY do we not devote more time to the study of electricity in our public schools? There is no subject more alluring to boys. Electricity is entering more and more into our daily lives as the great labor saver and servant of mankind. No other form of energy can be so readily transformed into light, heat and power. All the energy required in the modern house can be made to enter that house on two wires so small as to be hardly noticeable. Handicapped by our present limited knowledge, we are only beginning to use electricity. An age is approaching which may be called the electrical age and even this early stage in the development of electricity, it has been predicted that eventually there will be no fires in our homes and man will no longer be the slave to ash can and coal bin. Is it not well that we teach our men of tomorrow something of this great power that is able to do this work? And in doing so, who knows but that we are helping to develop some of our great future electrical geniuses.

Vocational Mathematics

THE classes in vocational mathematics have made a practice of supplementing the textbook work with the solving of practical problems in the shops, there-by giving the boys a better idea of what will confront their everyday work in the shop; experiments have been worked out by both groups in the science department during the study of hydraulics.

The Radio Club

THIS club has fifty members. We have had the Arther Hill Trade students give information and interesting talks on construction of amateur broadcasting sets, we have also had several demonstrations which have been worth while and enjoyable.

The purpose of this club is to enable the students to build and locate trouble in their own receiving sets.

Electrical Department

Girls' Physical Training Club

Physical Education

IT is the aim of the department of Physical Education to place every pupil in the school in some branch of sport, and to teach all of the pupils how to play and how to enjoy watching others play.

We want our pupils to know how to play, not for the sake of winning, but for the sake of the enjoyment and exercise derived.

Our aim is to help make our country and our community a better and happier place to live in, so:

We just try to be fair in all we do.
And we try to help the others too,
We give and we take as we struggle along,
We're strong for whats right and against all wrong.
We try to be honest, courageous and neat,
And physically fit from head to feet.
We're just Americans through and through,
Is there anything more that we can do?

Girls' Gym

THE Girls' Gymnasium Classes were organized into teams and a Round Robin Tournament was played off. Much interest was aroused as the scores were posted.

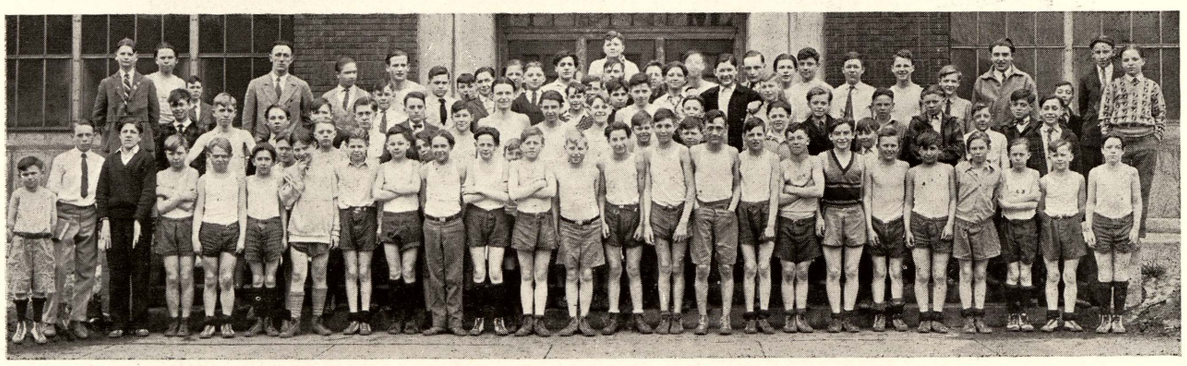
Our girls are expecting to to take part in the Annual Track Meet to be held at Hoyt Park on June second. The events are: fifty and seventy-five yard dashes, one hundred ten yard relay, running high jump, running broad jump, and basket ball throw for distance. There will be three entrants for each event from each grade with four girls entering the relay teams.

Hygiene

PHYSIOLOGY, as taught to our parents, was as dry a subject as the ancient, dusty, rattling skeleton dragged forth from its dark and secret closet to be given a lot of names which were absolutely meaningless to the bewildered youngsters, staring open mouthed at it, thereby inhaling a lot of that self-same dust and incidentally getting a lesson? In hygiene; not so these days!

Physiology and hygiene are subjects that are now filled with health giving thoughts. We are now taught how to live and how to enjoy living. The school through its physical training classes and hygiene classes is doing its part to teach health.

Wouldn't it be a still more beautiful and more wonderful world if we might all live in "Health Land" where everyone obeyed health rules—, for then, everyone would be happy.



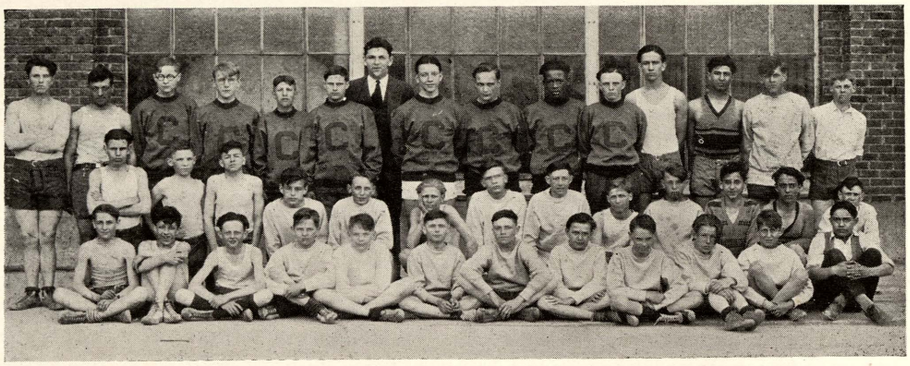
Tumbling Club

Girls' Baseball and Track Teams

Top Row, Left to Right—Isabel Wilson, I. Thompson, A. Miller, L. Dailey, S. Glinke, B. Seay, C. Smith. Lower Row, Left to Right– M. Gudritz, D. Scott, M. Denton, Captain, E. Benjamin, A. Larson. Also E. Marrow who is not on the picture.

Top Row, Left to Right—E. Steell, I. Thompson, S. Glinke, Miss J. Moorhead, R. Miller, M. Gudritz, and B. Seay. Center Row—M. Shaferbein; Capt. D. Scott; C. Smith; M. Hughes; E. Benjamin, and M. Denton. Lower Row—P. Grid, M. Van Welde, E. Mason, M. Potts, B. Creed, M. Etter, and V. Olmstead. Not in picture, D. Wrege, A. Miller.

Boys' Baseball and Track Teams



Top Row, Left to Right—Proux, Fedchenko, White, Boyse, Fager, Hack, Coach Squiers, Corrigan, Huff, K. Anderson, Draves, Grondzik, Weinberg, Jaenicke, A. Anderson. Second row—Ickner, Rupprecht, Steiner, Burns, McDonald, Sawatzke, Zahnow, Watters, L. Sawatzke, Bradley, Seitner, Clark, Wade. Third row—Loney, Heavenrich, Bishop, Liskow, Leach, Watson, Freed, Ruffle, Curtis, Prine, Smith, Mirandi.

Top, Left to Right—Wesley Wiechman, Harry Ezop, Elmer Davis, Coach Boch, Edward Sampson, Walter Kwiatkowski, Harry Lawford. Second Row—Charles Sager, Edward Mesack, Melvin Wilton, Harry Shinski, Morris Head, Wencelaus Nalewayko. Bottom Row—John Schlacta, Dwight Roux, Alex Soltysiak, John Klopf, Tom Witherell, Frank Trybulski.

Wm. Tolbert, janitor; D. J. Lachapelle, head janitor; Louis Martin, fireman; John Stimson, fireman; Benjamin Hall, George Thompson, janitor; Thomas Clark, janitor; James Murray, chief engineer; Carl Phillips, asst. engineer; Mrs. H. Meredith, janitoress.

Power Plant

THE power plant is located in the manual training building of the school. This plant furnishes all heat, light, and power required by the shops and buildings.

The boiler room is equipped with three horizontal return tubular boilers rated 175 H. P. each. There is a Detroit under-feed stoker fitted under each boiler.

South of the boiler room there is a coal bin with a capacity of about 400 tons. The coal is conveyed from the bin in a one ton cart, running on rails, to the boiler fronts. During the school year we burn about 1300 tons of washed slack.

North of the fire-room the feed pumps, vacuum pumps, feed-water, heater and deep-well pumps, are located, also filters for filtering city water.

The deep well pump is operated by an electric motor. It distributes drinking water throughout the buildings from a pressure tank.

The engine room is located directly behind the boilers. It contains two A. C. generators with exciters. One of the units is 200 K.W. driven by a 20 x 24-inch engine running 200 rev. per minute. The other unit is 100 K. W. driven by a 15x17-inch engine running 225 rev. per minute. Both engines have Corliss non-release valve gear and shaft governor.

The current is taken from the generators to a switch board directly behind the engines and from there distributed throughout the buildings for lights, power, and cooking in the cafeteria.

There are sixty electric motors in different parts of the building ranging in size from a sewing machine motor to a 30 H. P. motor on the main fan.

The heating system is known as the Warren Webster vacuum. The exhaust steam from the engines flows into it after passing through grease extractors. During cold weather the supply of exhaust steam is not sufficient to heat the buildings so we have to add live steam directly from the boilers. The boiler pressure is 120 pounds per square inch so it has to be reduced by passing through a reducing valve to conform with the pressure in the heating-main which is only 5 pounds per square inch. The heating-main passes through the tunnel to the main fan room where a branch supplies heat for the fan coils. From here it ascends to the top of the building and branches off to all the different radiators.

The temperature of the heating-system is controlled by the Johnson service system of control.

The buildings are ventilated by taking fresh air from outside and forcing it through air ducts to the different rooms. In cold weather to avoid the high cost of heating the air from outside, the air is recirculated after being reconditioned by passing it through a fine spray of water and injecting ozone into it.

The rooms are equipped with automatic telephones. The switchboard is located in a room adjoining the engine room. No operator is required for this board. You dial the number of the room wanted, the mechanism on the board connects you with that room.

The clocks in the rooms and halls are electric. They are controlled by a master clock located in the principal's office. This master clock indirectly rings the program bells at the beginning and end of class periods. This is a fire-proof structure, but we have 15 fire alarms just the same. In case of fire or smoke you break the glass on the box with the hammer hanging underneath and pull the lever down. This will ring all the alarms.

Calendar of Proposed Events, Year 1926-1927

Sept. 6. Faculty Meeting.
Sept. 7. General Teacher's Meeting.
Sept. 8. Pupils in rooms.
Sept. 17. Room Elections.
Sept. 23. P. T. A. Meeting.
Sept. 24. Party.
Sept. 30. C. J. Teacher's Party.
Oct. 8. Pictures.
Oct. 15. Pictures.
Oct. 21. P. T. A. Meeting.
Oct. 22. Auditorium Plays.
Oct. 29. Pictures.
Nov. 5. Party.
Nov. 12. Pictures.
Nov. 18. P. T. A. Meeting.
Nov. 19. Pictures.
Nov. 26. Auditorium Plays.
Dec. 3. Musical Program.
Dec. 10. Pictures.
Dec. 15. Faculty Party.
Dec. 16. P. T. A. Meeting.
Dec. 17. Pictures.
Dec. 24. H. R. Observance of Christ.
Jan. 7. Pictures.
Jan. 14. Pictures.
Jan. 20. P. T. A. Meeting.
Jan. 21. Gym Exhibition.
Jan. 28. Farewell to 9A.
Feb. 4. Pictures.
Feb. 11. Pictures.
Feb. 17. P. T. A. Meeting.
Feb. 18. Junior Play.
Feb. 25. Auditorium Plays.
Mar. 4. Patterson's Concert.
Mar. 4. Party.
Mar. 11. Gym Exhibition.
Mar. 17. P. T. A. Meeting.
Mar. 18. Pictures.
Mar. 25. Patterson's second Concert.
Mar. 25. Party.
Apr. 8. Pictures.
Apr. 8. P. T. A. Meeting.
Apr. 15. Auditorium Plays.
Apr. 21. P. T. A. Meeting.
Apr. 21. Commencement.
Apr. 23. Pictures.
Apr. 29. Musical Concert.
May 6. Party.
May 6. Concert.
May 13. Pictures.
May 13. P. T. A. Party.
May 19. P. T. A. Meeting.
May 20. Pictures.
May 27. Pictures.
June 3. Musical Demonstration.
June 10. Pictures.
June 17. All School Party.

Jokes

The class had been reading "Evangeline;" the teacher had explained the "Ave Maria," by saying that it was a salutation to the Virgin Mary from the angel; then to be more specific she also said that a salutation was a greeting just the same as when friends meeting each other say, "How do you do?" or "Hello."

The next day upon asking the meaning she saw Tony, the fruit vendor's son, frantically waving his hand; "Well, Tony, what does the "Ave Maria" mean?"

Tony: "Hello, Mary!"

RIDDLE

Question: What is the difference between a real robin and a toy robin?

Answer: The real robin comes in the spring, and the spring comes in the toy robin.

I never knew but one man who thought advertising didn't pay—he advertised for a wife and got one.

THE CAT FAMILY

Freddie: "What other animals belong to the cat family?"

Smart Alec: "The caterpillar, the cat-tail, and cat-c-nine tails."

NOT AS ADVERTISED

New Clerk: "Who is that fellow in the office giving the boss such a bawling out?"

Old Clerk: "Oh, that fellow? Why, he's the silent partner."

Some people wait until the wings of the morning are pretty well clipped before they get out of bed.

First Student: "What shall we do to-night?"

Second Student: "I'll toss a coin. Heads the movies, tails the dance, and if it stands on edge we study."

Some think if you give a direct answer to a simple question you're brusque.

"Children," said the teacher, "you should not attempt any flights of fancy; simply be yourselves, and write what is in you."

Accordingly John turned in the following: "We should not attempt any flights of fancy, but write what is in us. In me there is my stummick, lungs, liver, heart, two apples, one piece of pie, and my dinner.

Children live in fear there will be a compulsory garlic week.

Statement

of Receipts and Disbursements and Disposals of Central Junior High School Fund from February 28, 1926 to May 31, 1926.

RECEIPTS (March 1926)

Mar.	1	Balance	$ 51.17
"	6	Picture receipts	60.06
"	12	Gym Exhibition, receipts	106.25
"	12	Picture and Candy, receipts	37.00
"	23	Picture and Candy, receipts	43.80
"	25	Mrs. Vincent, children's tickets	3.45
			$ 301.73

DISBURSEMENTS (March 1926)

Mar.	1	H. Richardson, Band Instr.	$ 20.00
"	2	A. Seitner, wrappers	.59
"	9	A. V. Aquart, play texts	9.37
"	9	Grinnel Bros., music account	50.00
"	9	McGee-Finlay, athletic account	50.00
"	12	Film	17.17
"	17	Bd. of Educ. paper account	26.92
"	17	Morley Bros., athletic supplies	22.50
"	17	F. S. Vaughan, pins	1.00
"	18	Films	16.45
"	18	Postage on films	1.30
"	23	M. K. Metzler, express on films	1.82
"	23	A. V. Aquart, play texts	10.77
"	23	Grinnel Bros., music account	40.00
"	23	McGee-Finlay, athletic account	40.00
"	23	Fox Film Co., postage on film	2.48
"	25	Saginaw Typesetting Co.	10.25
"	26	National Grocer Co., candy	8.73
"	26	Films	16.07
"	26	R. F. McMurray, Bay City game	12.00
"	30	Balance	49.69
			$351.42

RECEIPTS (April 1926)

Apr.	1	Balance	49.60
"	8	Picture	27.61
"	8	Mrs. Vincent, children's tickets	4.25
"	15	Candy sales	6.80
"	19	P. T. A. receipts	86.40
"	20	Play receipts	143.55
"	23	Play receipts	17.50
"	27	Picture and candy receipts	23.50
"	27	Mrs. Vincent, P. T. A. Film	16.00
			$334.70

DISBURSEMENTS (April 1926)

Apr.	9	Films	16.52
"	12	A. V. Aquart, Royalty on Play	25.00
"	15	M. Daymude, candy	1.60
"	17	H. Richardson, Band Instructor	20.00
"	19	Mrs. Vincent, P. T. A. Party	86.40
"	20	A. V. Aquart, play expense	3.80
"	21	M. K. Metzler, express on films	1.94
"	21	Educational Screen, subscription	1.50
"	21	American Edu. Digest	1.00
"	21	National Grocer Co., candy	8.33
"	23	Film	16.07
"	27	H. Richardson, Band Instr.	15.00
"	27	Potter Stamp Co.	8.25
"	27	Standard Felt Co., felt letters	20.00
"	30	Deficit	59.23
			$334.70

RECEIPTS (May 1926)

May	1	Balance	$ 50.06
"	5	Concert	27.90
"	12	Mrs. Vincent, children's pencils	9.50
"	12	Game, South	11.90
"	12	Picture and candy	27.25
"	17	Pictures, candy, and pencils	49.88
"	20	Pictures, candy, and pencils	53.43
"	28	Picture	44.22
			$333.37

DISBURSEMENTS (May 1926)

May	3	A. B. Chereton, pictures	$ 15.00
"	5	State Trucking Service, cartage	3.59
"	6	M. D. Squiers, Webber Game	2.00
"	6	Films	16.52
"	7	H. Wegner, Orchestra for concert	10.00
"	10	National Grocer Co., candy	11.05
"	10	Chicago Pencil Co., pencils	48.00
"	10	Seitner Bros., play supplies	1.98
"	10	Frueh & Sons, flowers	11.00
"	10	Howard Flint Ink Co.	6.69
"	10	Schirmer Drug Co., supplies	1.25
"	10	R. Reeves, official	2.00
"	10	A. B. Chereton, pictures	10.00
"	10	M. K. Metzler, express on films	1.49
"	10	L. C. Smith & Co., sand	5.00
"	10	Bd. of Education, paper	11.17
"	12	H. Boch, Ball team expense	2.00
"	13	Films	15.11
"	14	M. D. Squires, official at game	2.00
"	19	M. D. Squires, official at game	2.00
"	20	Films	16.52
"	20	H. Boch, game expense	2.00
"	25	National Grocer Co., candy	8.33
"	26	A. B. Chereton, pictures	11.00
"	27	C. H. Skimin, Webber game	4.00
"	28	M. K. Metzler, express on films	4.12
"	30	Balance	50.32
			$333.37

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